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ABSTRACT

Described is a 9-week, summer, competency-based, instructional program for teachers of deaf blind children. Information provided includes the background and rationale for the program, a list of administrative and instructional staff members, program goals, and a sample scheduling sequence. Goals, session topics, texts and materials, session content outlines, and evaluative criteria are presented for seven instructional packages: diagnostic-prescriptive teaching and curriculum management, contingency management, motor development, language acquisition, audiology, methods and materials for the visually handicapped, and total communication. Also included is information on evaluation of participants, the administration's program evaluation, and results of program evaluation by the participants. (LS)

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A COMPETENCY BASED INSTRUCTIONAL PROGRAM FOR TEACHERS OF DEAF-BLIND CHILDREN

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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to Deaf-Blind Children

EC 080 419

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PREFACE

This manual is a comprehensive description of the deaf-blind teacher training program's goals, schedules, instructional packages, and evaluation procedures. The public sharing of this information simply means that the competencies to be exhibited by the participants and the criteria to be applied in assessing the competency of the participants are made explicit, and the participant is held accountable for meeting the criteria. The preparation of this manual was a concentrated effort of the deaf-blind teacher training program's staff to explicate a systematic means for preparing in-service teachers to perform competently.

Individuals from various staffs generously contributed their time and knowledge for the preparation of this manual. Since this was the total effort of numerous professionals, we extend special thanks to the contributors.

In summation, this manual attempts to provide the framework for quality teachers of deaf-blind children. These qualities can best be described in the words of Kahil Gibran, author of "The Prophet." He states:

> *Whoever would be a teacher of men let him begin by teaching himself before teaching others; and let him teach by example before teaching by word, for he who teaches himself and rectifies his own ways is more deserving of respect and reverence than he who would teach others and rectify their ways.*

We see our participants emerging from the deaf-blind program with these qualities.

This project was operated in cooperation with the North Carolina State Department of Public Instruction.

Theodore R. Drain, Director, Division for Exceptional Children
Har[illegible], Regional Coordinator
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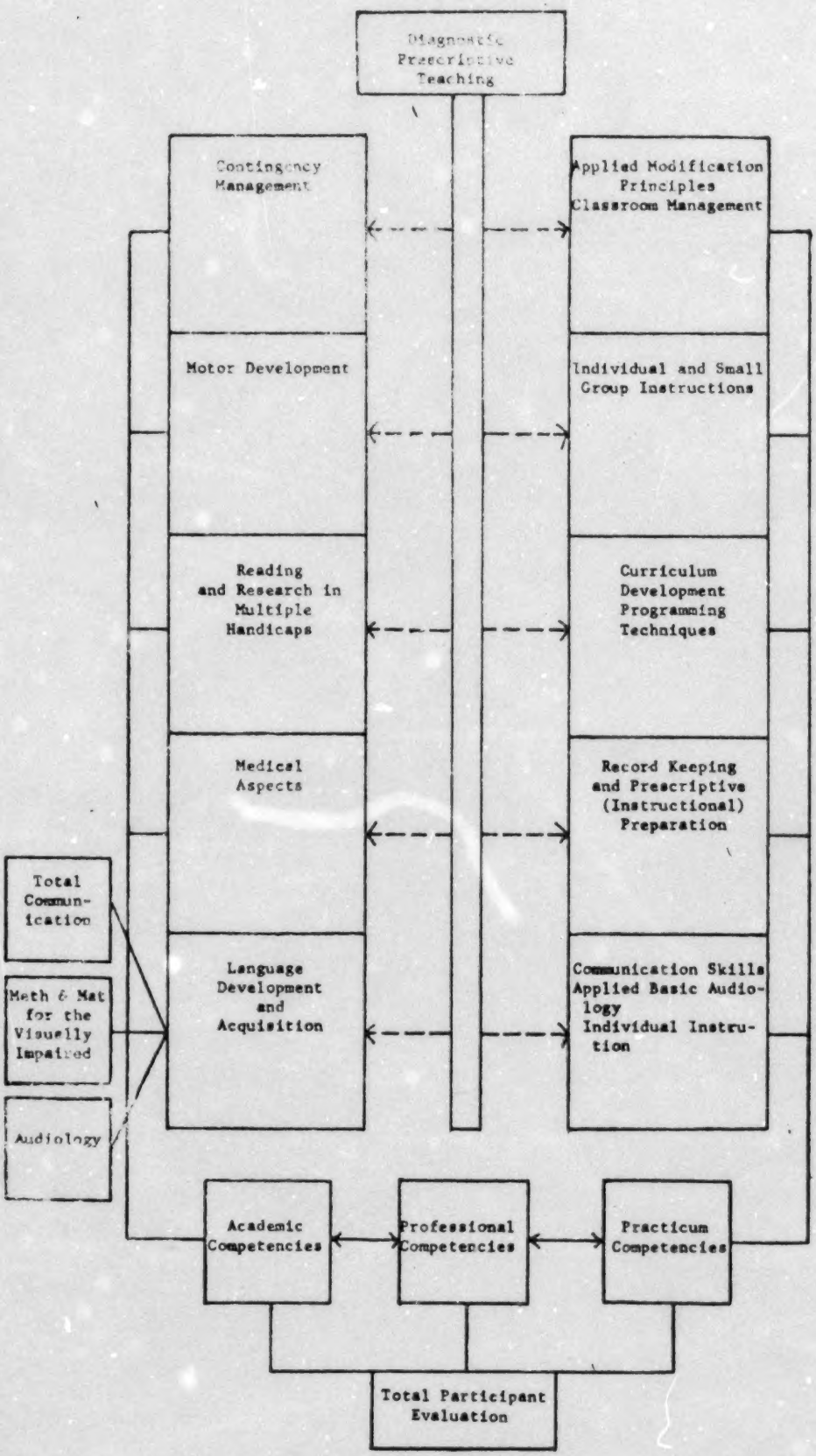
BACKGROUND AND RATIONALE

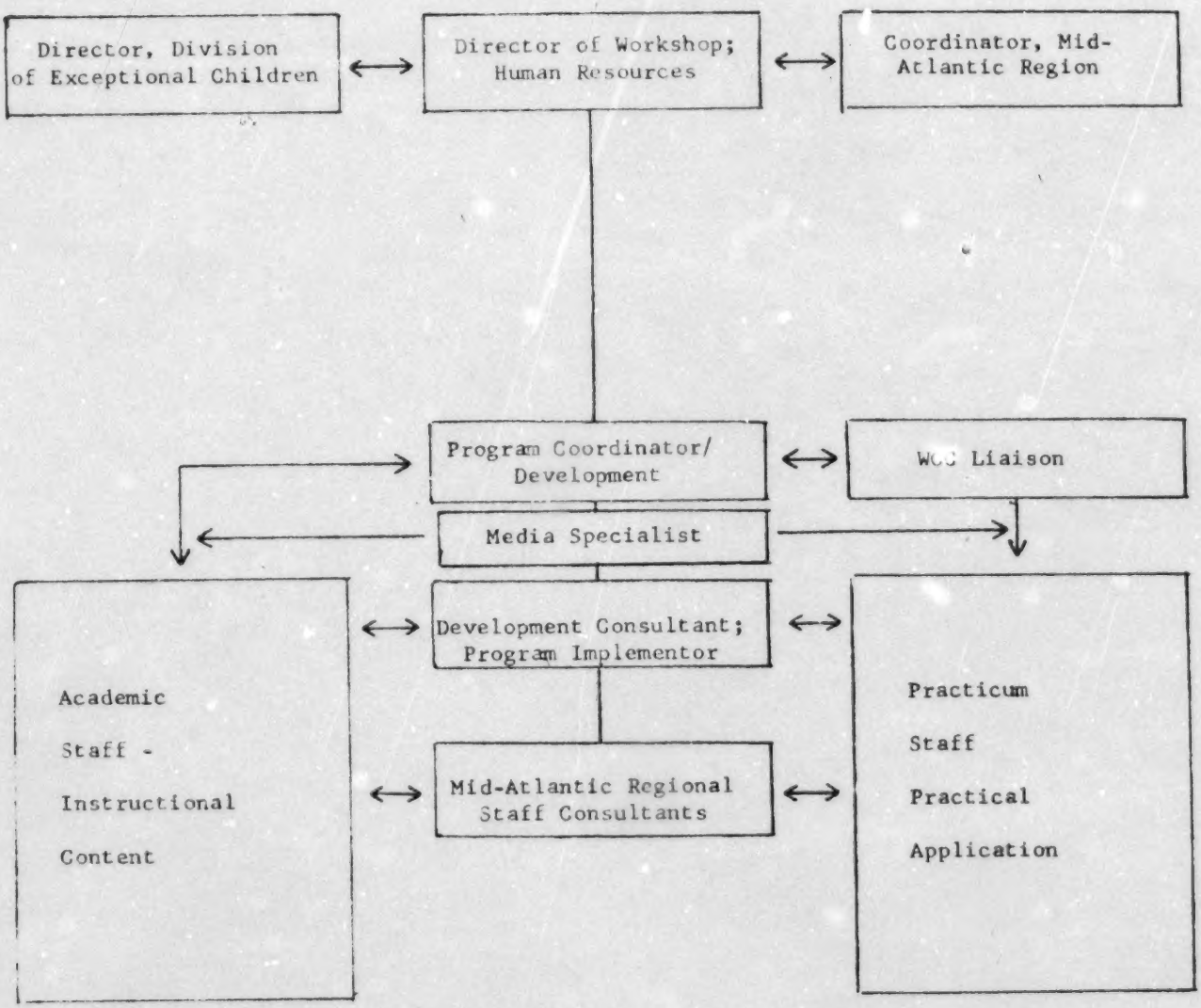
Currently, there is not an existing instructional program for teachers of deaf-blind children in the South Atlantic Region. This region encompasses North Carolina, South Carolina, Virginia, West Virginia, Washington, D.C., and Maryland. Twenty to twenty-five deaf-blind programs offering services to children are currently operating in the South Atlantic region, but of the personnel involved only a minimum are certified to instruct deaf-blind children. To facilitate competent, credentialed teachers of deaf-blind children, Appalachian State University's Division of Human Resources prepared a proposal for a nine week, summer, competency-based, workshop for twenty participants. This limitation was imposed to insure a quality teacher rather than a quantity of teachers of deaf-blind children. In December, 1973, the proposal was approved.

The deaf-blind program was a cooperative effort in which the instructional staff of the Division of Human Resources and Western Carolina Center's deaf-blind unit personnel complemented each other to collectively enhance the participant's professional competencies. This cooperative effort in turn benefited the major product of all educational processes--the educational services provided children.

Program Overview



Workshop Administration



Administrative Staff

Director of Program: Dr. Benjamin Brooks

Director, Division for Exceptional Children: Mr. Theodore R. Drain

Coordinator, South Atlantic Regional Deaf-Blind Centers: Hank Baud

Program Coordinator: Erin Caldwell

Western Carolina Center Liaison: Dr. Lawrence Larsen

Program Development Consultant and Implemener: Kathie Trimmer

Instructional Staff

Diagnostic-Prescriptive Teaching: Erin Caldwell

Curriculum Management: Kathie Trimmer

Contingency Management: Dr. Raymond Hyer

Motor Development: Dr. Ernest Lange

Language Development and Acquisition: Steve Baldwin

Audiology: Dr. Millard Meador

Methods and Materials for the Visually Impaired: Dr. Marvin Efron

Total Communication: Marlene Seaborn

Medical Aspects: Western Carolina Center's Professional Staff

Readings and Research in Multiple Handicapped: Erin Caldwell

Practicum Supervisor: Erin Caldwell

Media Specialist: Steve Baldwin

Librarian: Bird Williams

Deaf-Blind Program's Goals

The administrative and instructional staff of the deaf-blind program have prepared an in-service workshop to enhance the quality of the cognitive-based and performance-based skills of teachers for multiple handicapped, deaf-blind children. To facilitate the acquisition of these competencies the deaf-blind program's instructors have developed instructional objectives and evaluative criteria in the disciplines of:

1. *Diagnostic-prescriptive teaching*
2. *Curriculum management*
3. *Contingency management*
4. *Motor development*
5. *Language development and acquisition*
6. *Audiology*
7. *Methods and materials for the visually impaired*
8. *Total communication*
9. *Medical aspects*
10. *Readings and research in multiple handicapped*

The staff of the deaf-blind program has adopted the philosophic constructs of the Applied Training Approach. This approach prescribes that each academic objective have a reciprocal practicum objective. This will enable the participant to apply theoretical constructs in a practicum experience. Upon acceptable completion of the deaf-blind program's academic and practicum objectives, projects, and assigned readings each participant will be able to:

1. *Employ diagnostic-prescriptive teaching techniques*
2. *Identify skill levels and develop curricula task analysis*
3. *Employ contingency management principles and technologies*
4. *Assess motor development and program for training*
5. *Assess language acquisition and program for training*
6. *Evaluate audiological measurements and program for aural habilitation*
7. *Assess visual skills and prepare and employ materials for training*
8. *Emit total communication modes during training programs*
9. *Prepare and employ training programs in accordance with individual medical necessities*
10. *Read, abstract, and critique literature pertaining to the deaf-blind and/or multiple-handicapped.*

Academic and practicum objectives are designed to be applied with multiple handicapped, deaf-blind children.

The success of the deaf-blind program is dependent upon each participant's acquisition of designated competencies. Each participant's fulfillment of the stated goals will be certified as they exhibit a level of competence specified by the instructors.

Calendar

The deaf-blind program is designed to be a comprehensive, intensive, and demanding obligation. The participant's time commitment is for eight hours a day, five days a week, for nine weeks (360 hours). Three hours of each day's oblication will be delegated for academic instruction. The remaining time will be involved in practicum experiences. Earlier, it was emphasized that the instructors for the deaf-blind program prepare the participant to apply theoretical constructs in a practicum setting. Approximately sixty percent of the participant's workshop responsibilities are designated to facilitate practicum experiences. This competency model emphasized performance criteria which is practical and applicable to the participant's home-base of operation.

A nine week calendar of events is a planned sequence of events that attempts to insure program quality. Weekly calendars were prepared. This arrangement attempts to achieve two purposes:

1. It relates the scope and sequence of the deaf-blind program
2. It enables the participant to plan and prepare for the sequence of events.

The following includes a sampling of the scheduling sequence:

Week One/June 10-14

8-9 a.m.	Open	Curriculum Seminar	Curriculum Seminar	Curriculum Seminar	Curriculum Seminar
9-10 a.m.	Orientation				
10-11 a.m.					
11-12 a.m.					
12-1 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
1-2 p.m.	Diagnostic-Prescriptive Teaching	Motor Development	Diagnostic-Prescriptive Teaching	Motor Development	Diagnostic-Prescriptive Teaching
2-3 p.m.					
3-4 p.m.		Contingency Management	Readings/ Research	Contingency Management	Contingency Management
4-5 p.m.					

Week Two/June 17-21

8-9 a.m.	Practicum	Practicum	Practicum	Practicum	Practicum
9-10 a.m.	↓	↓	↓	↓	↓
10-11 a.m.	Diagnostic-Prescriptive Teaching	↓	Medical Aspects	↓	Readings/ Research
11-12 a.m.	↓	↓	↓	↓	↓
12-1 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
1-2 p.m.	Motor Development	Practicum	Practicum	Practicum	Motor Development
2-3 p.m.	↓	↓	↓	↓	↓
3-4 p.m.	Contingency Management	Audiology	Language Development Acquisition	Audiology	Language Development Acquisition
4-5 p.m.	↓	↓	↓	↓	↓

Week Three/June 24-28

8-9 a.m.	Practicum	Practicum	Practicum	Practicum	Practicum
9-10 a.m.					
10-11 a.m.			Medical Aspects	Readings/ Research	
11-12 a.m.					
12-1 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
1-2 p.m.	Motor Development	Practicum	Practicum	Practicum	Practicum
2-3 p.m.					
3-4 p.m.	Practicum	Audiology	Language Development Acquisition	Audiology	
4-5 p.m.					

Week Four/July 1-5

8-9 a.m.	Practicum	Practicum	Practicum	Practicum	Practicum
9-10 a.m.	↓	↓	↓	↓	↓
10-11 a.m.	Visual Methods/ Materials	Visual Methods/ Materials	Visual Methods/ Materials	Visual Methods/ Materials	Visual Methods/ Materials
11-12 a.m.	↓	Lab	Lab	Lab	Lab
12-1 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
1-2 p.m.	Visual Methods/ Materials	Visual Methods/ Materials	Visual Methods/ Materials	Visual Methods/ Materials	Visual Methods/ Materials
2-3 p.m.	↓	↓	↓	↓	↓
3-4 p.m.	Open	Open	Open	Open	Open
4-5 p.m.	Lab	Lab	Lab	Lab	Lab

Week Five/July 8-12

8-9 a.m.	Practicum	Practicum	Practicum	Practicum	Practicum
9-10 a.m.					
10-11 a.m.	Readings/ Research		Medical Aspects	Readings/ Research	
11-12 a.m.					
12-1 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
1-2 p.m.	Practicum	Practicum	Practicum	Practicum	Practicum
2-3 p.m.					
3-4 p.m.		Language Development/ Acquisition	Audiology	Language Development Acquisition	
4-5 p.m.					

Week Six/July 15-19

8-9 a.m.	Practicum	Practicum	Practicum	Practicum	Practicum
9-10 a.m.	↓	↓	↓	↓	↓
10-11 a.m.	Motor Development	Audiology	Medical Aspects	Motor Development	Readings/ Research
11-12 a.m.	↓	↓	↓	↓	↓
12-1 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
1-2 p.m.	Practicum	Practicum	Practicum	Practicum	Practicum
2-3 p.m.	↓	↓	↓	↓	↓
3-4 p.m.	Contingency Management	↓	Contingency Management	Language Development/ Acquisition	↓
4-5 p.m.	↓	↓	↓	↓	↓

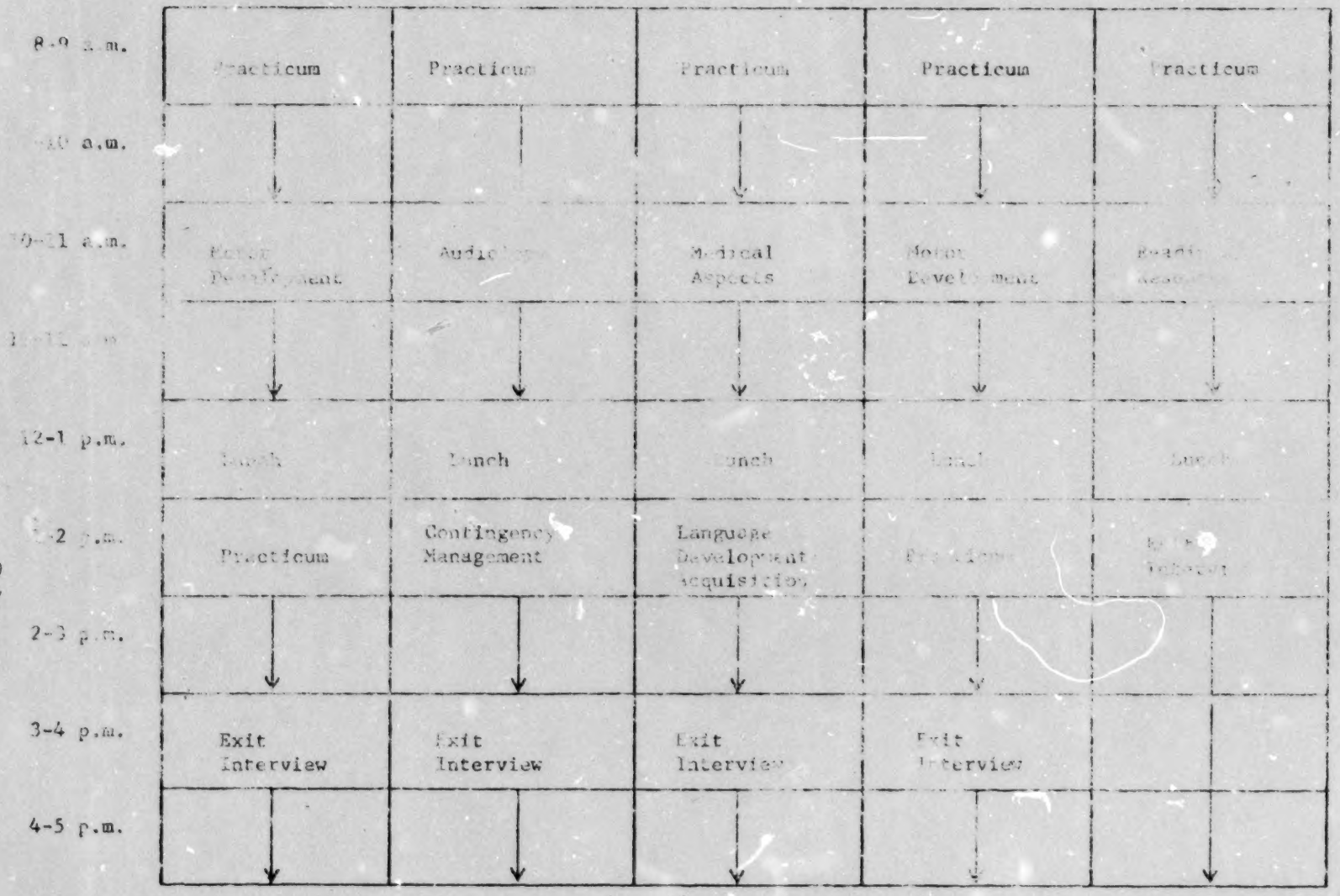
Week Seven/July 22-26

8-9 a.m.	Practicum	Practicum	Practicum	Practicum	Practicum
9-10 a.m.	↓	↓	↓	↓	↓
10-11 a.m.	Total Communication	Total Communication	Total Communication	Total Communication	Total Communication
11-12 a.m.	↓	Lab	Lab	Lab	Lab
12-1 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
1-2 p.m.	Total Communication	Total Communication	Total Communication	Total Communication	Total Communication
2-3 p.m.	↓	↓	↓	↓	↓
3-4 p.m.	Open	Open	Open	Open	Open
4-5 p.m.	Lab	Lab	Lab	Lab	Lab

Week Eight/July 29-August 2

8-9 a.m.	Practicum	Practicum	Practicum	Practicum	Practicum
9-10 a.m.	↓	↓	↓	↓	↓
10-11 a.m.	Readings/ Research	Audiology	Medical Aspects	Audiology	Readings/ Research
11-12 a.m.	↓	↓	↓	↓	↓
12-1 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
1-2 p.m.	Practicum	Practicum	Practicum	Practicum	Practicum
2-3 p.m.	↓	↓	↓	↓	
3-4 p.m.	Contingency Management	Language Development/ Acquisition	Contingency Management	Language Development/ Acquisition	
4-5 p.m.	↓	↓	↓	↓	↓

Week Nine/August 5-9



Orientation

The initial week of the deaf-blind program will emphasize instruction for:

1. *Curriculum management, methodology, and techniques*
2. *Diagnostic-prescriptive teaching*
3. *Contingency management*

The rationale for designating instruction in these disciplines is to facilitate immediate, functional, practicum experiences. The participant's practicum assignments mandate that they have the competence to:

1. *Diagnose skill levels*
2. *Prescribe skill needs*
3. *Develop curricula task analysis*
4. *Employ contingency management principles and technologies*

Throughout the deaf-blind program each participant will be required to employ these competencies in the following areas:

1. *Instructional control*
2. *Self-help skills*
3. *Social skills*
4. *Cognitive integration skills*
5. *Visual sensory and perceptual organization*
6. *Motor development*
7. *Language acquisition*
8. *Aural habilitation*
9. *Manual communication*

During orientation week the participant will also be provided a general overview of Western Carolina Center, with emphasis on the resources available. Following the overview of Western Carolina Center each participant will:

1. *Identify and locate the major program areas and specialized personnel on the campus of Western Carolina Center*
2. *Identify and describe the job responsibilities and duties of Western Carolina Center personnel who are associated with the deaf-blind program.*

Instructional Packages

Academic and practicum objectives are represented in instructional packages. A specific instructional package (e.g. contingency management) has five major components:

1. *Instructional goals*
2. *Academic and practicum objectives*
3. *Projects*
4. *Readings*
5. *Evaluation procedures*

Given these components it is each participant's responsibility to satisfy the level of competence specified by the instructor. Each participant is accountable for his academic and/or practicum performances.

Although instructional packages are presented for each discipline the acquisition of academic and practicum skills will be supplemented by non-credit training sessions. Specific components of an instructional package are not presented for these topics: curriculum management, medical aspects, and readings and research for the multiple-handicapped child.

The following are the instructional packages:

Diagnostic-Prescriptive Teaching and Curriculum Management

Overall Goal: *The participant assesses, prescribes, implements, and evaluates an individualized instructional program.*

Session Topics:

1. *Sessions are practicum-based*

Textbook:

Readings to be assigned by instructor

Objectives:

1. *Specifies the need and purpose of an instructional program*
2. *Assesses entry level skills*
3. *Prepares instructional objectives in the cognitive, affective, and psychomotor domains*
4. *Prepares an appropriate and sequential task analysis for each instructional objective*
5. *Specifies methods of contingency management utilized*
6. *Specifies performance criteria*
7. *Secures and/or prepares instructional material which correlates with the instructional program*
8. *Objectively summarizes and evaluates an instructional program*
9. *Maintains a daily record of a child's performance*

Evaluation:

The participant will fulfill the criteria as specified by the instructor. All academic evaluation will require a performance level of 80%.

Contingency Management

Overall Goal: The participant defines the principles and terminology and implements the basic techniques of individual and small group contingency management.

Session Topics:

1, 2	*Basic contingency management terminology and Principles*
2, 3	*Behavioral criteria and measurement*
4, 5	*Task analysis*
6, 7	*Task analysis of a teaching task*
8, 9	*Review and evaluation*

Text and Materials:

Buckley, N. & Walker, H. Modifying Classroom Behavior. Champaign, Ill.; Research Press, 1970.

Instructor-prepared materials

Sessions 1, 2, 3:

Objectives:
1. *Review course outline*
2. *Write the definition for each term cited in the unit's contingency management vocabulary*
3. *Complete the programmed sections of the text, parts 1, 2, 3*

Evaluation: Pre-test, Post-test

Session 4:

Objectives:
1. *Write the definition for a behavioral objective*
2. *Write a behavioral objective appropriate to a teaching area or situation*
3. *Complete the programmed sections of the text, parts 4, 5*

Evaluation: Vocabulary exam, (15 pts)

Session 5:

Objectives:
1. *Measure, record, and interpret inappropriate behaviors under simulated classroom conditions*

Evaluation: Text & behavioral objective exam (41 pts)

Sessions 6, 7:

Objectives: 1. *Write a task analysis appropriate to teaching a given behavioral task*
2. *Write criteria to determine if the behavioral task has been learned*

Evaluation: *Application of Individual & Small Group Instructional Competencies Scales, according to a format (5 pts)*

Sessions 8, 9, 10:

Objectives: 1. *Teach a behavioral task under simulated classroom conditions utilizing principles and techniques of reinforcement*

Evaluation: *Application of Individual & Small Group Instructional Competencies Scale, according to a format (20 pts)*

Final Grade Evaluation: *81 pts possible*

A = 73-81
B = 65-72
C = 57-64
I = 56 or less, student must recycle

Challenge Provisions: *Any participant scoring 80% or better on the pretest may challenge the course. All challenge provisions must be completed within a five-day period. The challenge consists of completing:*

1. *All exams as required in this outline*
2. *All projects as required in this outline*

Motor Development

The motor development segment of the competency based instructional workshop for teachers of deaf-blind children in the South Atlantic Region will provide personnel working with deaf-blind children the knowledge and methods to utilize in establishing and conducting motor development programs for these children.

SESSIONS:

1. *Introduction to motor development of children*
2. *Program planning in motor development of deaf-blind*
3. *Interpretation of various philosophical approaches*
4. *Continuation of 3*
5. *Practicum in application of 3*
6. *Individualization of programming through practical setting*
7. *Continuation of 6*
8. *Discussion of program design*
9. *Evaluation of appropriateness of methods*

TEXTBOOK: *None assigned -- readings will be accomplished as assigned by instructor*

OBJECTIVES:

1. *Identify through written evaluation various portions and components of philosophical approaches espoused by leaders in the field of motor development for the handicapped child.*
2. *Indicate in a written evaluation situational activities appropriate to settings established for educating deaf-blind children.*
3. *Complete written tests satisfactorily pertaining to the motor development of deaf-blind children.*
4. *Indicate on written evaluation minimal understanding of motor development of children.*

EVALUATION PROCEDURES:

1. *Two written tests with the participant to achieve at the 80% level of competence.*
2. *Weekly practicum observations according to a specified format.*
3. *Participation in group practicum settings.*
4. *Input of experiences, philosophies, prejudices which will influence the means of working with deaf-blind children.*

Language Acquisition

Overall Goal: *The participant utilizes behavioral/psycholinguistic data and theory to assess the acquisition of language and train manual/speech modes of language.*

Program Topics:

1. *Normal language acquisition; an overview*
2. *Normal development of pre-language utterences*
3-4. *Normal acquisition of language forms*
5. *Normal acquisition of language functions*
6-7. *Assessment of language acquisition*
8. *Programming for prerequisite behaviors for the acquisition of language*
9-10. *Programming for the acquisition of language*

Textbook:

Language Intervention with the Retarded: Developing Strategies. Edited by McLean, James E., Yoder, David E., and Schiefelbusch, Richard L. Univeristy Park Press: Baltimore, 1972.

Session 1: *Normal language acquisition; an overview*

Discussion:
1. *A definition of language*
2. *A description of the components of the speech mode of language.*
3. *The manual mode of language is an appropriate and socially accepted symbolic representation for the transfer of information.*
4. *Rationale for applying normal language acquisition data and theory for assessment and training of language.*
5. *The application of language acquisition learning theories for the training of language forms.*
6. *The application of the temporal sequence data concerning the normal acquisition of language forms in the development of a curricula sequence.*

Objective:
1. *The participant meets a criterion level of .80 or above on a written examination related to program topics 1-5.*

Session 2: *Normal development of pre-language utterences.*

Discussion:
1. *The distinction between pre-language vocal utterences and verbal utterences.*
2. *Categories of vocal utterences in developmental stages.*
3. *Behavioral data related to vocal utterences of infants.*
4. *The issue of designating a developmental stage of vocal behavior as a categorical reference of development for a deaf-blind child.*

Objective:
1. *See session one.*

Session 3-4: *Normal acquisition of language forms.*

Discussion:
1. *Normal language acquisition relative to language competence and performance.*
2. *Telegraphic characterization of early childhood verbal utterences.*
3. *Behavioral data related to verbal pre-syntax single word utterences, successive single word utterences, and syntactical utterences.*
4. *Temporal sequence data for normal phoneme acquisition.*

Objective:
1. *See session one.*

Session 5: *Normal acquisition of language functions.*

Discussion:
1. *Sensorimotor intelligence as a prerequisite for normal language acquisition.*
2. *Chimpanzee's capacity to acquire manual language forms which represent appropriate language functions.*
3. *Universality of language functions.*
4. *Semantic catagorization of language forms.*

Objective:
1. *See session one.*

Session 6-7: *Assessment of language acquisition*

Discussion:
1. *Selection of assessment procedures which can obtain data specific to a training plan.*
2. *Techniques for eliciting and recording a language sample.*
3. *Utilization of an analysis of mean length of utterence/string as a reference for progress in language training.*
4. *Techniques for preparing an analysis of language forms (morphologic and syntactic components) and functions (semantic component).*

Objectives:
1. *Given a language sample the participant prepares an analysis of mean length of utterence/string. The criterion level is .80 for morpheme score points for twenty utterences/strings.*
2. *Given a language corpus the participant prepares an analysis of language form. The criterion level is .80 for designating the grammatical structures for 20 utterences/strings.*
3. *Given a language corpus the participant prepares an analysis of language function. The criterion level is .80 for designating a semantic category for 20 utterences/strings.*
4. *The participant elicits and records a resident's spontaneous language sample. From this sample a language profile is prepared which describes an analysis of mean length of utterence/string, language form, and language function. The criterion level is .80 for each analysis for a minimum of 20 utterences/strings.*

Session 8: *Programming for prerequisite behaviors for the acquisition of language.*

Discussion:

1. *The employment of a program to train eye focus and/or tactile contact on agents and objects.*
2. *The employment of a program to train imitation of object function.*
3. *The employment of a program to train imitation of manual gestures and articulatory postures.*

Session 9-10: *Programming for the acquisition of language.*

Discussion:

1. *The selection of target behaviors and its sequencing for a language acquisition curricula.*
2. *The employment of a language training program which procedes from receptive training to expressive training.*
3. *The employment of a language training program which procedes from a manual mode to a speech mode for the non-language deaf-blind child.*
4. *The employment of concurrent language training programs.*
5. *The employment of motor, verbal, and visual stimuli as antecedent events in a language training program.*
6. *The employment of behavioral principles and technologies during language training; discriminatory stimuli, reinforcement contingencies, criterion levels, data collection forms, and progress record forms.*
7. *The employment of procedural telegraphic reduction of directives and questions and expansion of utterences/strings in a language training program and during allied habilitation training programs.*
8. *The employment of procedural modeling of signs and verbalizations in the presence of a referent.*
9. *The employment of truncation for procedural fading of a language trainer's model.*

Objectives:

1. *The participant illustrates the training steps for a language program for the N, N+V, and N+V+N forms which express the agent/action/object semantic relation. The criterion is .80 for illustrating 12 training steps.*
2. *Given an utterence/string the participant illustrates telegraphic reduction of grammatical structures. The criterion is .80 for reduction of directions to its contentive forms for 20 utterences/strings.*
3. *Given an utterence/string the participant illustrates language expansion procedures. The criterion level is .80 for expanding an utterence/string in a grammatical progression appropriate to a training program's curricula sequence for 20 utterences/strings.*

Evaluation Criteria: *The final grade will be determined by an accumulation of points. The total number of possible points is 130. The minimum point total for an "A" is 117 or 90% and for a "B" is 104 or 80%. If the participant has a point total of less than 104 or 80% they must recycle.*

Objective Values:

1. *Test; 30*
2. *Analysis of mean length of utterence/string; 10*
3. *Analysis of language form; 10*
4. *Analysis of language function; 10*
5. *Language profile; 40*
6. *Program steps; 10*
7. *Procedural telegraphic reduction; 10*
8. *Procedural language expansion; 10*

Audiology

Overall Goal: *The audiology component is designed to provide the participant with information on the measurement and educational treatment of hearing disorders. Each participant is required to specify and demonstrate specific measurement and aural rehabilitation procedures.*

Sub Goals:

1. *Describe auditory disorders and specific medical and para-medical hearing conservation procedures.*
2. *Describe standard audiometric and auditory measurement techniques.*
3. *Interpret typical audiological test results.*
4. *Demonstrate specific aural rehabilitation techniques.*
5. *Demonstrate specific audiometric assessment techniques.*
6. *Demonstrate an ability to read the literature in the field of audiology.*

Program Topics:

1. *Course overview and presentation of projects, paper guidelines and requirements. Introduction to Audiology.*
2. *Hearing processes, normative references and basic measurement techniques.*
3. *Hearing processes, pathologies and basic measurement techniques.*
4. *Hearing processes in the deaf-blind. Modifications of basic standard evaluation techniques for the deaf-blind.*
5. *Basic Aural Rehabilitation techniques - Auditory Training and Tactile Stimulation.*
6. *Basic Aural Rehabilitation Techniques - Speech Reading.*
7. *Aural Rehabilitation for the deaf-blind.*
8. *Program Review - Evaluation Techniques and Rehabilitation.*
9. *Final Evaluation.*

Textbook:

Silverman, R. and Davis, H. Hearing and Deafness, Holt, Rinehart, and Winston, 1970.

Session 1: *Course overview and presentation of projects, paper guidelines and requirements. Introduction to Audiology.*

Objective: At the end of the first session each student will:

1. *Be knowledgable about the requirements in the audiology component of the deaf-blind program.*
2. *Be familiar with basic audiology comcepts.*

Readings: Chapter one.

Session 2: *Hearing processes, normative references and basic measurement techniques.*

Objectives: To evaluate session 1 and:

1. *Develop competencies in understanding normative audiological references in audiometry and auditory perceptual processes tests.*
2. *Develop competencies in pure tone audiometric techniques on normal hearing individuals.*
3. *Develop competencies in testing normal auditory perception.*

Readings: Chapters seven and eight.

Session 3: Hearing processes, pathologies, and basic measurement techniques.

Objectives: To evaluate session 2 and:

1. *Develop competencies in understanding typical pathological audiometric test results and auditory pathological perceptual test results.*
2. *Develop competencies in pure tone testing of simulated pathologies.*
3. *Develop competencies in testing simulated pathologies of auditory processes.*

Readings: Chapters seven and eight.

Session 4: Hearing processes in the deaf-blind. Modifications of basic standard evaluation techniques for the deaf-blind.

Objectives: To evaluate session 3 and:

1. *Develop competencies in understanding modified audiometric and auditory tests as applied to deaf-blind children.*
2. *Develop competencies in modified pure tone techniques applied to the deaf-blind.*
3. *Develop competencies in modified auditory perceptual tests applied to the deaf-blind.*

Readings: Chapter four, Appendix: Tests.

Session 5: Basic aural rehabilitation techniques - auditory training and tactile techniques.

Objectives: To evaluate session 4 and:

1. *Develop competencies in the understanding of basic auditory training and tactile stimulation techniques.*
2. *Develop competencies in basic instrumentation for auditory training and tactile stimulation.*
3. *Develop competencies in applied auditory training via simulated teaching.*

Readings: Chapter thirteen.

Session 6: Basic aural rehabilitation techniques - speech reading.

Objectives: To evaluate session 5 and:

1. *Develop competencies in the understanding of basic speech reading techniques.*
2. *Develop competencies in the application of speech reading techniques through simulated teaching.*

Readings: Chapter six.

Session 7: Aural rehabilitation for the deaf-blind.

Objectives: To evaluate session 6 and:

1. *Develop competencies in understanding modifications of basic auditory training and speech reading techniques for the deaf-blind.*
2. *Develop competencies in the application of aural rehabilitation to the deaf-blind via simulated and actual conditions.*

Session 8: Program review - evaluation techniques and rehabilitation.

Objectives: To evaluate session 7 and:

1. *Require demonstrations of evaluation techniques from each student.*
2. *Require demonstration of auditory training techniques.*
3. *Require demonstration of speech reading techniques.*

Session 9: Final evaluation

Objectives: To review evaluations on session 8 and:

1. *Recycle weak units for total group.*
2. *Recycle weak units for individuals.*
3. *Re-evaluate recycling.*

CHECKLIST COMPETENCIES

Task	Performance skills				Rating %
1. PTA AC	Pattern	Bracket	Charting	Reinforcer	
2. PTA BC	Pattern	Bracket	Charting	Reinforcer	
3. VA Discrim	Rate	Level	Scoring	Interp	
4. A Discrim	Rate	Level	Scoring	Interp	
5. VA Speech Read.	Visibility	Voice Cont.	Scoring	Interp	
6. A Speech Read.	Visibility	Voice Cont.	Scoring	Interp	
7. Interp A	PTA	PTA BC	SRT	PB	
8. AID TR.	Gain	Power	Freq.		
9. Hear. AID	Gain	Power	Freq.	Monitoring	
10. I.O. AUD TR.	Approach	Objectives	Reinforcer	Eval. Tech.	
11. I.O. A.T.D.B.	Approach	Objectives	Reinforcer	Eval. Tech.	
12. I.O. Vib. Tact.	Approach	Objectives	Reinforcer	Eval. Tech.	
13. I.O. Sp. Rd.	Approach	Objectives	Reinforcer	Eval. Tech.	
14. I.O. MOD. S.R.	Approach	Objectives	Reinforcer	Eval. Tech.	
15. I.O. Aur. Beh.	Approach	Objectives	Reinforcer	Eval. Tech.	

Average

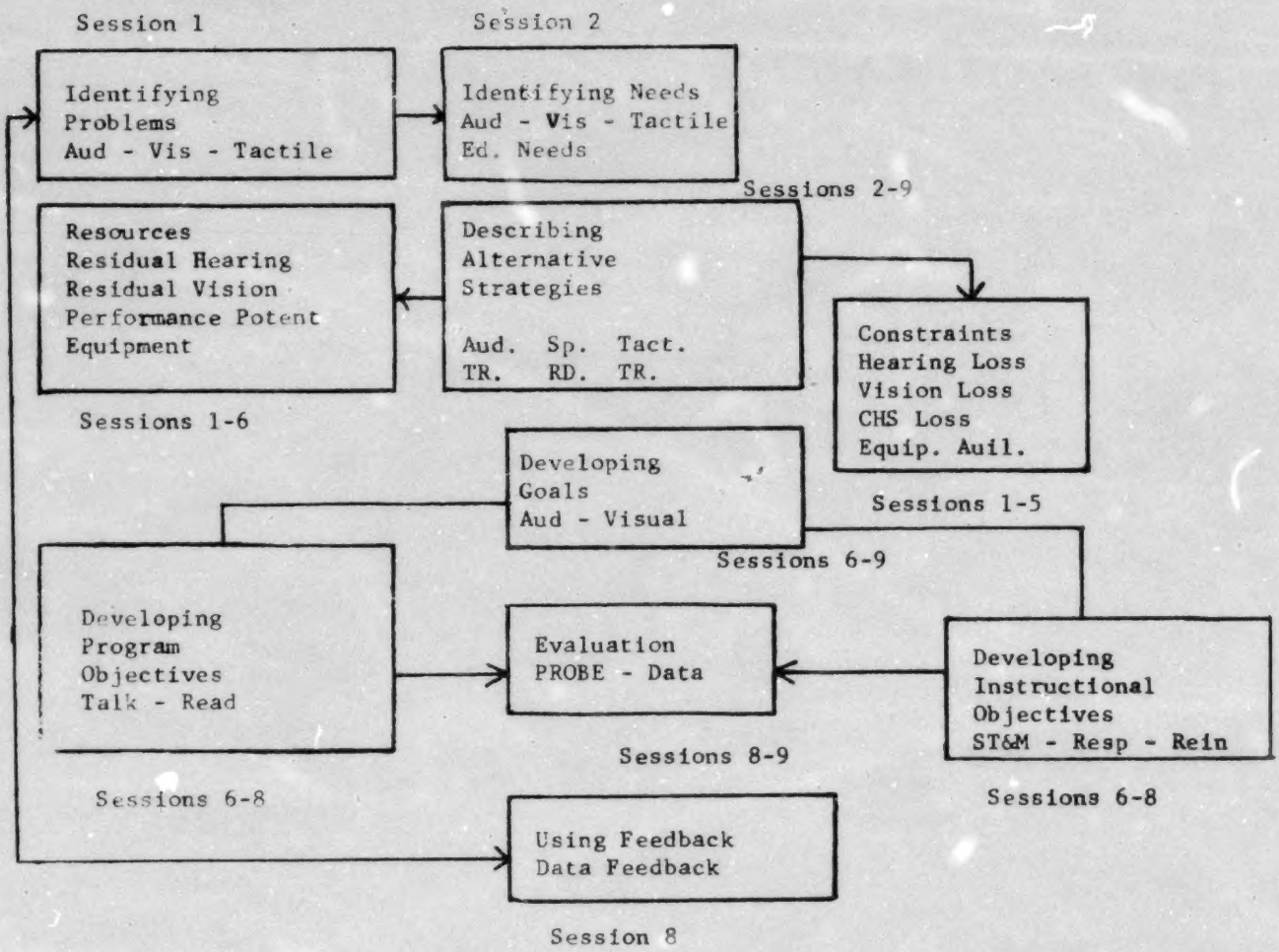
1-9 Ave ____

10-15 Ave ____

Recycle on ____ ____ __

Recycle % ____ ____ __

AUDIOLOGY
AND
DEAF BLIND



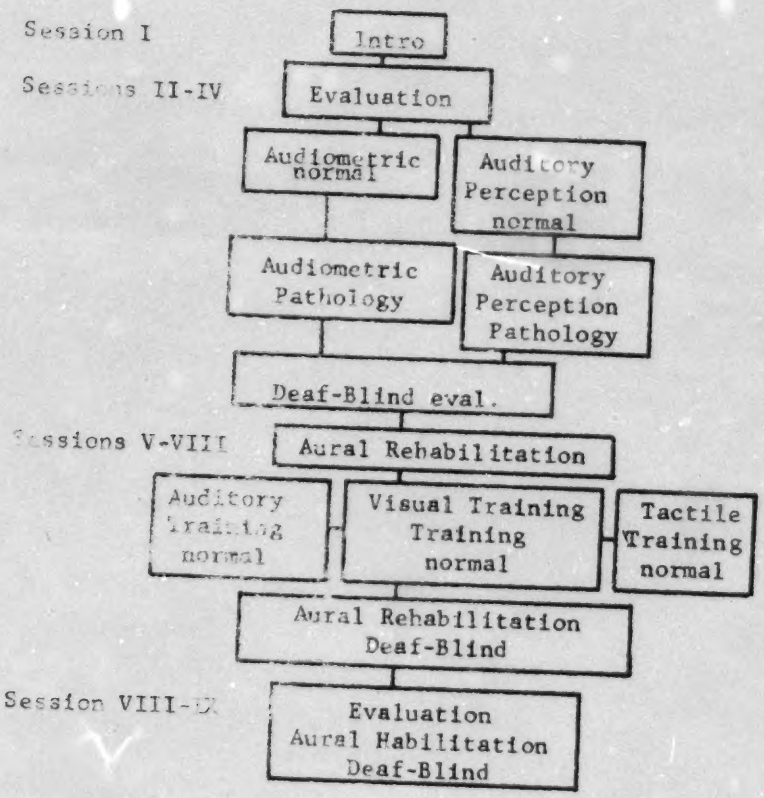
Competency Evaluation Criteria

On completion of the program participants will:

1. *Perform at the 80% level on session written and demonstration evaluations during sessions I-VIII; or during recycling process on VIII and IX.*

2. *Perform at the 80% level on checklist competencies 1-9 and at the 90% level on 10-15.*

SCHEDULE SCHEMATIC



Competency Checklist

The workshop participant can:

	Yes	No
1. *Give a pure tone air conduction threshold test.*	____	____
2. *Give a pure tone bone conduction threshold test.*	____	____
3. *Give an unaided auditory discrimination test.*	____	____
4. *Give an aided auditory discrimination test.*	____	____
5. *Give an unaided speech reading test.*	____	____
6. *Give an aided speech reading test.*	____	____
7. *Interpret standard audiological test results.*	____	____
8. *Adjust a typical auditory trainer for sample hearing losses.*	____	____
9. *Specify gain, power, and frequency characteristics for hearing aid on simulated hearing pathologies.*	____	____
10. *Prepare instructional objectives with a traditional auditory training approach.*	____	____
11. *Prepare instructional objectives in a modified auditory training approach for the deaf-blind.*	____	____
12. *Prepare instructional objectives in a modified vibro-tactile training approach for the deaf-blind.*	____	____
13. *Prepare instructional objectives in a speech reading approach using a traditional approach.*	____	____
14. *Prepare instructional objectives in a modified speech reading approach for the deaf-blind.*	____	____
15. *Evaluate typical instructional programs for the aural rehabilitation of the deaf-blind.*	____	____

Methods and Materials for the Visually Impaired

Overall Goal: The participant evaluates visual skills of deaf-blind children, and prescribes and implements visual skill training to these children.

Session Topics:

1. *Introduction to visual impairment*
2. *Etiology and prognosis of ocular disabilities*
3. *The sensory and motor areas of vision*
4. *Continuation of motor area of vision and the perceptual area of vision*
5. *The functionally blind subject*
6. *Evaluating visual skills of deaf-blind children in the classroom*
7. *A developmental scale of visual skills*
8. *Prescribing relevant visual skill training to deaf-blind children in the classroom*
9. *Implementation of teaching methods of visual skills in the classroom*
10. *Final examination*

Textbook:

Napier, Grace D., Weishahn, Mell W. Handbook for Teachers of the Visually Handicapped. American Printing House for the Blind, Louisville, Kentucky, 1970.

Barraga, Natalie, Dorward, Barbara, Ford, Peggy, Aids for Teaching Basic Concepts of Sensory Development. American Printing House for the Blind, Louisville, Kentucky, 1973.

Session 1: Introduction to Visual Impairment

Objectives:
1. *Trace the history of education of the visually impaired*
2. *Define pertinent terms in visual impairment*
3. *Outline modern methods of teaching visually impaired*
4. *Review the course outline*

Readings: Napier & Weishahn, pages 1-19.

Evaluation: Pre-test

Session 2: Etiology and prognosis of ocular disabilities

Objectives:
1. *List causes of visual impairment*
2. *Define disabling disorders that interfere with vision*

3. *List prognosis of various ocular disorders*
4. *Explain particulars of eye reports*

Readings: *Napier & Weishahn, pages 87-90 and Appendix A*

Evaluation: *Quiz from readings assigned for session 1 and 2*

Visual Lab 1: *Laboratory experiences of material covered in sessions 1 and 2*

Session 3: *The sensory and motor areas of vision*

Objectives:
1. *Trace the image from cornea to brain*
2. *Demonstrate effect of refractive errors on behavior*
3. *Describe methods of correction of sensory errors*
4. *Explain motor anomalies*

Evaluation: *Quiz on lecture from session 3*

Session 4: *Continuation of motor area of vision and the perceptual area of vision.*

Objectives:
1. *Describe methods of correction of motor areas of vision*
2. *Explain interpretation of visual stimuli*
3. *List visual perception skills*
4. *Identify etiology and prognosis of visual perception problems*
5. *Discuss remediation of visual perception problems*

Evaluation: *Quiz on lecture from session 4*

Visual Lab 2 and 3: *Laboratory experiences of material covered in sessions 3 and 4*

Session 5: *The functionally blind subject*

Objectives:
1. *Discuss introduction to braille*
2. *Describe mobility training*
3. *List materials for education of the functionally blind*
4. *Describe motor and cognitive development of the completely blind*

Readings: *Napier & Weishahn, pages 20-86*

Evaluation: *Quiz on reading, pages 20-86*

Visual Lab 4: *Laboratory experiences of material covered in session 5*

Session 6: Evaluating visual skills of deaf-blind children in the classroom

Objectives:
1. *Demonstrate building rapport with deaf-blind children*
2. *Explain locations of evaluation of deaf-blind children*
3. *Explain methods of describing visual acuity of deaf-blind children*
4. *Explain how to motivate deaf-blind children to be evaluated*
5. *Describe sensory, sensory-motor and sensory perceptual motor levels of vision*

Evaluation: Quiz on lecture, session 6

Visual Lab 5: Laboratory experiences of material covered in session 6

Session 7: A developmental scale of visual skills

Objectives:
1. *Describe the hierarchy of visual skills*
2. *Relate visual tests to places in the scales*
3. *Explain ways to use the developmental scale*
4. *Relate visual skills to other sensory skills*

Readings: The Callier-Azuza Scale (to be furnished by the instructor)

Evaluation: Quiz on session 7

Visual Lab 6: Laboratory experiences of material covered in session 7

Session 8: Prescribing relevant visual skill training to deaf-blind children in the classroom

Objectives:
1. *Describe the relationship of the evaluation and prescription of visual skills*
2. *Explain prescribing visual skill training from the developmental scale*
3. *Relate information on realistic vs. idealistic prescription of training*
4. *Prescribing building visual concepts*

Readings: Barraga, Dorward & Ford, pages 1-70

Evaluation: Quiz on materials presented in session 8

Visual Lab 7: Laboratory experiences of material covered in session 8

Session 9: Implementation of teaching methods of visual skills in the classroom

Objectives:
1. *Explain how to organize teaching in the classroom*
2. *Explain how to best utilize aids in the classroom*

3. Describe teaching techniques of visual skills
4. Show how to utilize behavior modification techniques for teaching vision skills
5. Demonstrate reinforcement techniques in the classroom

Readings: Barraga, Dorward & Ford, pages 71-147

Evaluation: Oral quiz on material covered in session 9

Visual Lab 8: Laboratory experiences of material covered in session 9

Session 10: Final examination

Objectives: To complete with 90% accuracy the questions relating to all previous instructional objectives for this course of study.

Readings: Both textbooks

Evaluation: Two-hour written exam

Visual Lab 9: Practicum examination

The participant will be graded on evaluation and teaching techniques with deaf-blind children.

Total Course Evaluation:

80 points from weekly quizzes
100 points from final exam
180 Total points

A = 162+ points and all projects completed according to specifications

B = 144+ points and all projects completed according to specifications

C = 126+ points and all projects completed according to specifications

125 points and below and/or non-completion of the projects will produce an Incomplete for the student. This will necessitate a recycling process to be arranged by the student and instructor.

Total Communication

Overall Goal: *The student will be able to outline the history of manual communication, to outline and/or define current trends, and to sign and read 225 signs as well as the manual alphabet.*

Session Topics:

1. *History and Current Trends*
2. *Fingerspelling*
3. *Fingerspelling and Introductory Signs*
4. *Numbers*

5-9. *Vocabulary Expansion*

10. *Evaluation*

Textbooks:

O'Rourke, Terrence J. A Basic Course in Manual Communication. National Association of the Deaf, Silver Spring, Maryland, 1973.

McGuillary, LaVera M. Expressive and Recptive Fingerspelling. Claitor's Publishing Division, Baton Rouge, Louisiana, 1973.

Session 1: *History and Current Trends*

Objectives:
1. *Outline the history of manual communication*
2. *Define and/or list current trends in manual communication*

Readings: *Paper distributed by instructor, Pages 1-24, McGuillary*

Evaluation: *Written pre-test*

Session 2: *Fingerspelling*

Objective: *Fingerspell and read phonemic elements of speech and words*

Readings: *Pages 25-43, McGuillary*

Evaluation: *Each student will be called on at random three times during this session to correctly spell or read a word or phonemic element.*

Session 3: *Fingerspelling and Introductory Signs*

Objectives:
1. *Fingerspell and read words*
2. *Read and sign 16 signs*

Readings: *ABC Vocabulary Numbers--1-718-233-404-254-94-135-3-719-665-721-668-722-676-723-702*

Evaluation: *Each student will be called on at random five times during the session to fingerspell, read, and sign words and sentences developed during this session.*

Session 4: *Numbers*

Objective: *Sign and read all numbers*

Readings: *ABC Lesson II*

Evaluation: *Each student will be called on at random five times to sign and read numbers.*

Session 5: *Vocabulary Expansion I (76 Signs - See Voc. Numbers)*

Objective: *Sign and read 76 signs in isolation and/or in sentence form*

Readings: *ABC Vocabulary Numbers--8-172-129-95-49-50-394-138-653-140-152-139-198-141-259-413-595-227-235-114-241-30-351-176-587-671-93-136-450-158-137-251-485-670-207-6-142-147-107-108-274-275-52-234-59-63-540-488-2-669-666-573-5-168-156-675-673-667-674-66-714-715-716-717-181-437-88-438-434-436-440-439-441-435-268-690*

Evaluation: *Each student will be called on at random five times to sign and read in isolation or in sentence form the vocabulary developed during this session.*

Session 6: *Vocabulary Expansion II (25 signs)*

Objective: *Sign and read 25 additional signs in isolation or in sentence form*

Readings: *ABC Vocabulary Numbers--263-297-497-617-403-496-256-78-444-479-616-601-547-239-734-44-268-182-728-462-239-44-268-266-235*

Evaluation: *Each student will be called on at random five times to sign or read the vocabulary developed during this session.*

Session 7: *Vocabulary Expansion II (50 signs)*

Objective: *Sign and read 50 additional signs in isolation or in sentence form*

Readings: ABC Vocabulary Numbers--25-112-32-16-12-28-583-576-252-357-14-17-34-730-15-729-55-705-725-58-727-438-649-273-707-54-02-295-296-463-317-169-118-250-72-511-543-208-430-429-374-173-79-110-621-53-347-642-638-18

Evaluation: Each student will be called on at random five times during this session to sign and read in isolation or in sentence form the 51 additional signs developed during this session.

Session 8: Vocabulary Expansion V (35 signs)

Objective: Sign and read 35 additional signs in isolation or in sentence form

Readings: ABC Vocabulary Numbers--608-42-86-552-553-451-101-482-154-624-728-232-568-411-209-212-100-350-242-258-304-409-526-48-393-116-604-537-206-226-33-644-29-658-89.

Evaluation: Each student will be called on at random five times during this session to sign and read in isolation or in sentence form the 35 additional signs developed during this session.

Session 9: Vocabulary Expansion IV (19 signs)

Objective: Sign and read 19 additional signs in isolation or in sentence form

Readings: ABC Vocabulary Numbers--260-113-255-624-155-708-355-102-183-185-186-548-395-56-302-628-579-253-82.

Evaluation: Each student will be called on at random five times during this session to sign and read in isolation or in sentence form 19 additional signs developed during this session.

Session 10: Evaluation

Objective:
1. Outline the history of manual communication
2. Define and/or list current trends in manual communication
3. Sign five sentences and read five sentences chosen from pre-typed sentences used during session 2-3

Readings: McGuillary, complete text
O'Rourke, Vocabulary Numbers listed in previous readings

Evaluation: Written examination
Individual evaluation on signing

Total Course Evaluation:

40 points from daily evaluation
10 points from written examination
50 points from signing evaluation
100 Total Points

A = 90-100
B = 80-89
I - 79 or below Incomplete. This will necessitate a recycling process to be arranged by the instructor and student

Challenge Provision:

Any student may challenge the Total Communication unit by accomplishing the following:

1. *Complete the written examination on the history and current trends of manual communication.*
2. *Successfully completing the personal evaluation with the instructor*

Evaluation of Participants

The competency criteria for the deaf-blind program is primarily performance-based, although performance criteria is only second in a two criteria model. Reciprocal academic and practicum objectives provide a synthesis of cognitive based skills with performance-based skills. In an attempt to establish a bridge between the theoretical and real world the participant's level of competence will be assessed in the following manner:

1. *academic skills (cognitive criteria)*
2. *practicum skills (performance criteria)*

Although the deaf-blind program is structured to allow each participant to acquire diversified practicum skills, employment of principles and technologies will be emphasized. Demonstration teaching sessions will be assessed according to a criterion reference in the discipline of contingency management. Although this criterion reference is not applicable for all training programs it is empirically valid to employ the principles and technologies of behavior for each training session. This criterion reference is most relevant for training and assessment of behaviors not presently in the repertoire of a resident. The rationale for employing this criterion reference is that a large population of deaf-blind children are severely developmentally delayed.

Some professional teacher trainers may be of the opinion that demonstration teaching sessions which adhere to an arbitrary criterion reference may be an artificial means of assessing teaching skills. It is an artificial means but it provides the opportunity for the program's instructors to assess whether or not a participant has minimum teaching skills to train deaf-blind children. This should be the principle outcome of all teacher training programs.

The most efficient assessment of teaching skills would be to observe each participant during training sessions in his classroom. This is a logical means but not a practical means of assessment. Because of the impracticability of such an assessment the program's instructors adhere to the hypothesis that if a participant can demonstrate these performance-based skills at the appropriate criterion reference during a controlled demonstration teaching session, these skills will then generalize to the participant's classroom training programs.

The following is the criterion reference:

1. *Determines operant level: manually records baseline for a minimum of five operant responses prior to experimental manipulation.*
2. *Employs stimulus control: if the resident's probability of target behavior responding is .70 or below prior to experimental manipulation the participant must employ stimulus control techniques to accelerate the frequency of the target behavior responding. Eighty percent of the environmental events which precede a response must employ stimulus control techniques.*

3. *Utilizes principles of reinforcement:* the participant presents immediate, positive, primary and secondary reinforcement following the responding of the target behavior or its approximations. A continuous reinforcement schedule is employed if the frequency of appropriate responding is .90 or below. The participant must present appropriate positive reinforcement at a criterion level of .90.

4. *Collects data:* the participant reliably records the terminal ten responses during experimental manipulation or five responses following experimental manipulation.

5. *Interprets data:* the participant reports the probability of responding during baseline measurement, and the terminal ten responses during experimental manipulation or five responses following experimental manipulation on a chart or graph. Conditioning techniques and a statement of effectiveness is reported.

Practicum skills will be observed frequently throughout the nine-week program. Video-taped demonstration teaching sessions, live observation on a scheduled and informal basis, and simulated teaching sessions will provide a practical and functional reference for valid evaluation of performance-based skills. Contingency management performance-based skills will be assessed from video-tape by a minimum of three instructors for an inter-rater reliability reference.

The participant's final grade in an instructional discipline (e.g. contingency management) will be assessed from his terminal academic and practicum skills. Cognitive and/or performance criteria has been determined by the instructors for each discipline. Appalachian State University maintains a letter grade reference ("A", "B", "C" etc...). Degrees of competence are designated to accommodate the university system. Ideally each participant would be evaluated on a yes-no basis.

List of Participants

Grace Boyer
Maryland School for the Blind
Baltimore, Maryland

Lauren Brewer
Hilltop Home
Raleigh, North Carolina

Pam Brown
W.Va. School for the Deaf & Blind
Romney, West Virginia

Carolyn Broyles
Western Carolina Center
Morganton, North Carolina

Pam Douglas
Aiken Public Schools
Aiken, South Carolina

Jackie Duke
Murdoch Center
Butner, North Carolina

Scott Emerson
O'Berry Center
Goldsboro, North Carolina

Mary Fitzgerald
National Children's Center
Washington, D.C.

Richard Freeman
Tammy Lynn Center
Raleigh, North Carolina

Belinda Hill
Howell's Child Care Center
Goldsboro, North Carolina

Larry Hott
W.Va. School for the Deaf & Blind
Romney, West Virginia

James Johnson
Western Carolina Center
Morganton, North Carolina

Rosemary Jones
National Children's Center
Washington, D.C.

Joan Keddy
Rosewood Center
Owings Mills, Maryland

Katy Jo Lancianese
Colin Anderson Center
St. Marys, West Virginia

Robert Lentz
Maryland School for the Blind
Baltimore, Maryland

Laura Olmsted
Maryland School for the Blind
Baltimore, Maryland

Vickie Porterfield
Rosewood Center
Owings Mills, Maryland

Ken Pyles
Maryland School for the Blind
Baltimore, Maryland

Roberta Schowalter
Charleston Speech & Hearing Center
Charleston, South Carolina

Sarah Smith
National Children's Center
Washington, D.C.

Administration's Program Evaluation

The administration of the deaf-blind program arranged for the participants to perform in a pre-post demonstration teaching session for their accountability reference. Data consisted of observing perfromance skills prior to and immediately following the program. Each participant was requested to employ instructional methodologies which may increase the probability of a resident dropping a bead in a bucket (instructional control task). The following behaviors were assessed according to the criterion reference described in the evaluation section: determines operant level, employs stimulus control, utilizes principles of reinforcement, and interprets data.

Pre-test data was determined by both the participant's employment and appropriateness of the performance skills. Since each participant had appropriately demonstrated these performance skills during previous demonstration teaching sessions, post-test observations were limited to the assessment of whether or not a participant satisfied its criterion reference. It was hypothesized that there would be significance in the difference between the two means for the correlated samples. The results are as follows:

N	Pre-test $\bar{X}$	Post-test $\bar{X}$	T Value	
21	1.380	3.476	11.832	(P__ .05)

The level of significance for a two-tailed test for 20 degrees of freedom is 2.086.

Academic skills were also measured on a pre-post test basis. A t-test was utilized to determine the significant difference between two means for correlated samples. The results for each discipline were as follows:

Discipline	N	Pre-test $\bar{X}$	Post-test $\bar{X}$	T Value	
Contingency Management	21	39.95	92.85	12.946	(P__ .05)
Motor Development	21	51.23	64.09	3.981	(P__ .05)
Language Acquisition	21	2.57	87.66	23.071	(P__ .05)
Visual Methods/Materials	21	47.90	87.04	25.513	(P__ .05)
Audiology	21	32.38	92.23	21.725	(P__ .05)
Total Communication	18	46.94	98.83	4.891	(P__ .05)

The level of significance for a two-tailed test for 20 degrees of freedom is 2.086 and for 17 degrees of freedom is 2.110.

Limitations of Evaluation Data

Although statistics provide a methodology whereby conclusions from an experiment can be drawn, the inferences drawn from this data must be considered quasi-valid. It would be presumptuous to argue absolute validity for these experimental findings in experimental form. Assessments of performance skills were reliable because of an inter-rater coefficient but a vigorous criterion reference was not established for a statement of validity. For example, there must be some uncertainty when assessing if a participant's presentation of a reinforcer is immediate enough to increase the probability of appropriate responding. Since we were not conducting a rigorous experiment to investigate teaching methodology we are most comfortable with the reported results. We are confident that the instructors are accountable for the acquisition of teaching skills demonstrated by the participants.

Participant's Program Evaluation

Each participant had the opportunity to evaluate his workshop experience during the final week of the deaf-blind program. The participants were requested to evaluate the training program specific to its administration, instruction, and physical plant. Twenty-nine progran entities and attributes were evaluated. Also, each instructor was assessed on a 16 item evaluation form. The following are the results.

5 - Excellent
4 - Above Average (better than adequate)
3 - Average (adequate)
2 - Below Average (less than adequate)
1 - Poor

		Mean Score
1.	Broughton State Hospital Nursing Dorm	1.94
2.	Roommate Arrangements	4.50
3.	Meal Arrangements with WCC	3.86
4.	Meal Allowance	3.57
5.	Stipend	3.33
6.	Travel Allowance	3.71
7.	Length of the Program	2.29
8.	Length of the Program Day	2.19
9.	Course Offerings	3.71
10.	Practicum Setting	3.10
11.	Amount of Practicum	2.86
12.	Amount of Supervision During Practicum	2.14
13.	Audiology	3.38
14.	Motor Development	2.81
15.	Readings and Research	2.14
16.	Medical Aspects	2.86
17.	Total Communication	4.52
18.	Contingency Management	3.29
19.	Visual Methods and Materials	4.61
20.	D P T	3.57
21.	Language Development	4.24
22.	ASU-WCC Cooperative Program	3.35

23.	Feedback to and Evaluation of Students	2.66
24.	Professionalism of Students	3.43
25.	Professionalism of Professors and Administrators	3.52
26.	Philosophy of the Training Program	3.86
27.	Role of the Regional Office	3.80
28.	Video Taping	3.43
29.	Library Resources	2.38

INSTRUCTOR RATINGS (For Information Only)

10 point scale - 16 item evaluation

	Mean Score
Total Communication (Advanced)	9.43
Vision--Methods and Materials	9.36
Language Development	9.21
Total Communication (Beginners)	9.18
Audiology	8.16
D P T	8.06
Contingency Management	8.00
Motor Development	7.82
Research and Readings	6.92

The participants were also requested to prepare a summary narrative which would supplement the critique of the program entities and attributes. The narratives are confidential but will be utilized by staff in future program planning and preparation.